

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Writing is one of the four language skills that students must master. It involves using language to express ideas, feelings, or desires in written form, including words, sentences, and paragraphs. The ability to write is crucial for the development of students' English language skills because, according to Putri and Aminatun (2021) writing can provide benefits in clarifying students' ideas in their written work, consequently enhancing their comprehensibility. Additionally, the act of writing helps students remember information they have learned, enhances learning focus, enabling better understanding and retention of material over a longer period. Furthermore, Moybeka et al., (2023) also stated that writing provides significant benefits for the mental, intellectual, and social development of students. This is because writing involves various essential skills, such as expressing ideas, enhancing thinking skills, improving language proficiency, problem-solving, social collaboration, and fostering creativity. Therefore, writing skills are very important for students.

Based on the K-13 curriculum (2013 Curriculum), one of the aims of junior high school students in learning English is that students can develop communication competencies in oral and written form to reach the level of information literacy. There are many types of texts taught in junior high school. Each text has a different social function, generic structure and language features. One of the texts taught to eighth grade junior high school students is the announcement text. Announcement text is one type of mandatory text that must be mastered by eighth grade junior high school students. Announcement text is a type of text that functions as a means of conveying information regarding an upcoming event (Syafitry & Kardena, 2021). In basic competency (KD) 4.12 it is stated that students are expected to be able to compose special texts in the form of short messages and announcements, very short and simple, related to school activities, taking into account social functions, text structure and linguistic elements, correctly and according to the context. Announcement texts are

considered simple and frequently used in daily life, making them suitable for beginning to learn writing. Announcement texts are commonly encountered in various situations, such as at school or in the community. Mastering this skill provides a strong foundation for students to develop their overall writing abilities.

However, based on research there are many EFL students who have difficulties in writing English texts. According to Alisha et al., (2019) stated that many students struggle with writing English texts due to challenges in vocabulary and grammar. The lack of mastery in vocabulary and difficulties with grammar pose significant hurdles for students during the writing process. Furthermore, Balansa et al., (2023) mentioned that the majority of students encounter difficulties in effectively conveying their ideas in writing. Apart from that, Amalia et al., (2021) also stated that students often lose motivation in learning English, especially writing. This occurs because of their varying levels of English proficiency (e.g. reading comprehension and writing fluency). Additionally, Bulqiyah et al., (2021) stated there are three factors that cause writing difficulties, lack of proficiency, lack of knowledge, and lack of effective strategies.

To overcome this problem, it is necessary to choose the right learning strategy (Tamara & Rusfandi, 2019). There are many types of learning approaches that can be chosen as alternatives to overcome these problems. One of the learning models that can be used is the Think Talk Write (TTW) learning model. The TTW model emerged as an alternative learning model that can help students write announcement texts, by involving the process of thinking first, discussing with friends, and then writing down their ideas. This helps students develop their understanding, improves writing organization, enriches vocabulary, and provides a motivational boost to them through social interaction. Thus, the TTW learning model can be an effective solution for improving students' writing skills.

There have been several previous studies examining the TTW learning model for English language learning. The writer has found previous studies on the impact of the TTW model on students' writing skills in recount texts. This study was conducted by Aprilia et al., (2022), the study demonstrated a significant improvement in students' writing skills when the TTW model was applied.

Another study by Simangunsong et al., (2023) focused on implementing the TTW learning model to enhance students' writing abilities in short story texts. The findings showed that the TTW method effectively contributed to improving students' writing skills in short story texts. The difference between previous research and this study lies in the text used. While previous research focused on students' writing skills in argumentative texts and short stories, this study concentrates on students' writing skills in announcement texts.

1.2. Formulation of the Problem

Based on the background that the writer has put forward, the writer formulates the formulation of this problem, namely: Does Think Talk Write learning model have a significant effect on students' writing skills?

1.3. Operational Definitions

To avoid misunderstandings in this research, these are the operational definitions for each key term:

1.3.1. The TTW Learning Model: The Think Talk Write learning model is a method that involves three stages: think, talk, and write. In the thinking stage, students reflect on and organize their ideas. The talking stage involves discussions with partners or small groups to share and develop ideas. The writing stage is the process of writing based on the results of the thinking and discussions.

1.3.2. Students' Writing Skills: Students' writing skills are the students' ability to produce effective and clear written texts especially in writing announcement texts. The aspects measured include the structure of the writing (introduction, body, conclusion), grammar (correct usage), vocabulary (variety and

accuracy), and mechanics (spelling and punctuation).

1.4. Aim of the Research

Based on the problem formulation above, this research aims to find out whether there is a significant effect on students' writing skills after the application of Think Talk Write learning model.

1.5. Significances of the Research

1.5.1. Theoretical Use

This study will provide a deeper understanding of the effectiveness of the Think Talk Write (TTW) learning model on students' writing ability. This can complement existing theories regarding learning methods and their application.

1.5.2. Practical Use

This research brings significant practical benefits to various stakeholders in the educational context. Some of these practical uses are intended for:

1) Teachers

The results of this study will provide input and insight into the appropriate way or strategy to overcome learning problems, especially those related to students' writing skills. This will help teachers to create more interactive learning and actively involve students.

2) Students

The results of this study can assist students in improving students' ability to provide ideas, attitudes, opinions, abilities, and skills they have, to jointly increase the understanding of all members. Especially in writing announcement texts.

3) Schools

The benefit of this research for schools is to contribute to academic development efforts for English subject teachers, with the aim of improving the quality of teaching and student learning outcomes.

1.5.3. Empirical Use

The results of this study can be used as a guideline for schools and other educators in implementing the TTW learning model to improve students' writing skills.